



NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	DESIGN		
PAPER	1		
DATE OF EXAMINATION:	28 NOVEMBER 2016	DURATION:	3 HOURS

SECTION 1: (General overview of Candidate Performance in the question paper as a whole)

Many candidates were well prepared for the examination and had a good knowledge of the content, which indicates that some teachers put in admirable effort for the candidates to attain this level of achievement.

The examination paper follows the CAPS requirements. It is generally a fair, straightforward paper, with a good balance for candidates from different contexts. However, it is evident that some candidates did not apply much straightforward content knowledge, which could reflect a level of poor learning skills.

Some candidates are not reading the requirements of the examination paper carefully and answering both questions when there is a choice of questions available.

There must be a lot more focus on getting candidates to understand the meaning of the terminology used. Glossaries are very important.

SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

- (a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Analysing 'unseen' examples	6.45
1.2	Analysing 'unseen' examples	5.58

Choice of answering either Question 1.1 or 1.2

Question 1.1

Generally fair to good results achieved for this question.

Question 1.2

Generally fair to poor results achieved for this question.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 1.1.1

Some candidates are simply stating what can be seen in the image of the textile design without giving a reason/qualifying/describing why and how the designer has included the particular element or principle in the design. It is also expected that the candidate states the effect that the element or principle displays in the design and many of the candidates are not including this important aspect. If this is not included in the answer then only half of the marks per element or principle discussed may be awarded.

An example for "Variety": the candidate should not simply be listing the images that can be seen in the design (eg. Combs, Vuvus, soccer balls, 3-legged pots, whistles, etc.). Candidates could say that this shows the exciting atmosphere which is evident at soccer matches and in our South African culture in general, as displayed by the images presented.

Question 1.1.2

Most candidates could state that the term stylised is a simplified representation of an object. However, some candidates did not qualify this by stating that this means that the object/picture contains very little visual information, or lacks form, or is a flat two dimensional shape. This is needed to achieve the full 2 marks.

Question 1.2

Few candidates answered this question.

Once again, some candidates are simply stating what can be seen in the image of the window display. They do not necessarily state reason/s why or how the element or principle has been used

and the effect achieved.

Most candidates did not understand the term “Perspective” and could not answer this point successfully.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers need to emphasise to their candidates to answer the questions in a more descriptive manner. Also to make the candidates aware of the fact that a long description of the visual is also not going to allow them to achieve the full marks available without stating the effect achieved by the element and/or principle, or giving reason/s for their description.

(d) Describe any other specific observations relating to responses of candidates

Observations have been listed in the above (b)

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Changes have been suggested in (c).

Practice is the key here to the approach of this question. Teachers could insert “Unseen examples” in each test given throughout the term, from grades 10 to 12.

QUESTION 2

(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2	Communication through design	7.79

Most candidates achieved good results with this question in general.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 2.1

Easy. This was not poorly answered.

Question 2.2

There tends to be a cross-over with answers for questions 2.2 and 2.4.

Some learners only gave one reason without qualifying their statement as the question asks for ONE reason but the value of the question is for two marks. However, most candidates coped well with this answer.

Question 2.3

Easy. Majority of candidates scored full marks.

Question 2.4

Three marks for this question appears to be excessive to explain the term patriotism. Candidates are mostly repeating the same facts that they have answered in previous answers (ie. Q2.2, Q 2.3). Not many candidates seem to understand the term patriotism and appear to simply list symbols apparent in the image of the poster, thereby not achieving many, if any, marks for this question..

(c) Provide suggestions for improvement in relation to Teaching and Learning

This question in examination paper involves symbols and terminology so teachers could expose candidates to as many examples as possible.

(d) Describe any other specific observations relating to responses of candidates

Overall this question results in too many repeats in answers by candidates in sub-questions. A better alternative to one of the questions within Question 2 would have been to introduce a question on stereotype (understanding of this terminology does not appear in any other questions within this examination paper).

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Refer to comment as seen in (c).

QUESTION 3

(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1	Comparison of products from different cultures	7.12
3.2	Comparison of architecture	6.33

Choice of answering either Question 3.1 or 3.2

Question 3.1

Generally answered well.

Question 3.2

Some candidates coped well with this answer, whilst others struggled with knowledge of architecture features from particular design movements/eras chosen.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 3.1 and Question 3.2 are comparative questions.

Some candidates did not compare the products and were penalised for offering two separate discussions.

Question 3.1

Too many candidates are stating the obvious visuals relevant to the topics required for discussion. They need to approach their answers in a more descriptive manner to be awarded marks.

For example:

Colour: many candidates simply list the colours that can be seen in the shoes without showing any knowledge of colour theory.

Kitsch: most candidates did not even attempt this and left it out completely. This shows a problem with understanding terminology.

Question 3.2

Few candidates answered this question. There are two ways in which the candidate may approach this question. The first option is by comparing the buildings that appear in the images provided. However, the images are saturated and it is difficult to identify features on the buildings.

With some of the answers offered for the second option where the candidate is allowed to choose a Classical building with a contemporary building, some of them are not able to supply the correct name of the building and simply enter into a discussion of the buildings.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers could provide candidates with examples which they could learn, ie. Comparing one Classical building with one contemporary building.

Teachers need to teach their candidates the correct manner in which to approach a comparative question.

(d) Describe any other specific observations relating to responses of candidates

Most candidates chose to answer Question 3.1 rather than Question 3.2.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Refer to comments in (a), (b) and (c).

QUESTION 4

- (a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1	Design History	10.99
4.2	Design History	6.84

Some candidates coped very well with this question which indicates that they had learnt the content for the design movement/era. Some candidates showed poor content knowledge; a few candidates left this question blank and did not attempt to answer the question at all.

The majority of candidates chose to write on the Arts and Crafts movement, Art Nouveau or Art Deco. Very few wrote on Modernism or Deconstructivism. None of the candidates wrote on Post Modernism or Pop Art.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 4.1

Most commonly found errors was that candidates were not referring to the statement when discussing the design movements/eras; also many candidates did not offer an example of a designer along with a work/product.

Some candidates showed poor content knowledge.

Question 4.2

Some candidates simply supplied their knowledge on the two design movements represented in the two images, namely Arts and Crafts movement and Bauhaus. The question is somewhat vague where it asks for a comparison of the characteristics of the two design movements/eras; the question then continues "...as reflected in the two works above". This leaves the candidates unsure as to whether they must actually compare the features seen in the design products of Figure H and Figure I or these features in relation to the movements which they represent. Figure I is also not a genuine Bauhaus product as it was made in 1957, therefore simply inspired by the Bauhaus movement. This product also does not appear to be functional as a screen as there are gaps between each panel, thereby making it seem to be more sculptural and for aesthetics rather than as a functional product for design.

With the above comments in mind, candidates struggled with having to discuss "Form follows function". This term appears to have confused most candidates as many discussed the interpretation of the term and not necessarily the function of the product as seen in the images. Some candidates did not attempt to answer this and simply left it out.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Content knowledge of the design movements/eras could be assisted for candidates by giving the candidates worksheets with columns indicating the various design movements/eras. For each design movement/era, these worksheets could be divided into columns with aims, influences, characteristics, plus a designer and name of a work with a brief description of this work. This could help clarify each movement so that the candidates do not get 'mixed up' with the various movements/eras.

(d) Describe any other specific observations relating to responses of candidates

Question 4.2

Some candidates did not read or respond to the question correctly and did not answer this as a comparative question and they were therefore penalised for doing this.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers must emphasise the importance of this content as this section counts for 30 marks in the examination paper. They must ensure that candidates know at least two aims, two influences and five general characteristics for each movement/era. They must also be able to name at least one designer with the title of a design work, including a brief description of this work, for each movement/era.

Also refer to comments of (b), (c) and (d)

QUESTION 5

(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1	Design in a sociocultural/environmental and sustainable context	13.12
5.2	Design in a sociocultural/environmental and sustainable context	13.31

Choice of answering either Question 5.1 or 5.2

Candidates generally struggled with the first sections of both of these questions and then gained marks with the discussions of the designers.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 5.1

5.1.1 Most candidates struggled to attain the full four marks. The majority of the candidates did not explain how the term "socially responsible design" is applicable to the image presented. Some candidates referred to the wheelchair and not to the car as the design in question.

5.1.2 This appears to be a vague question for the candidates as many of them did not produce original and creative ideas, but simply supplied an idea of another product which has been altered which improves the life of handicapped or disabled people. It could have been beneficial for the candidates if the question had included an indication that it needs to be an original/new product/a product that has not yet been designed or invented.

5.1.3 Generally well answered. However candidates need to stress why and how the designers they have chosen to discuss address sociocultural issues in their work.

Question 5.2

5.2.1 Most candidates struggled to attain the full four marks. Three marks appears to be the maximum that they were able to attain in this question. They were also not able to identify the material used in the image. It could have assisted the candidates if the text underneath the image aided them in identification so that they could have been better equipped to answer this question.

5.2.2 Many candidates discussed a contemporary craft and not necessarily a traditional craft. Some candidates did not specify the culture of the people producing the craft and simply discussed a traditional craft. Many did not also refer to any specific example of a work.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Question 5.1

5.1.2 Teachers could encourage more creative thinking (thinking “out of the box”) as most candidates appear to be influenced by the vast amount of creative design which is already available.

5.1.3 Some candidates were confused with social conscious designers and environmentally conscious designers. Teachers must ensure that learners know their case studies: i.e. contemporary local and international designers in more depth, placing more emphasis on aims of the designers, general characteristics of their work which includes materials and technique. The title of a work and a description of the work for each designer must be emphasised.

Question 5.2

5.2.1 Teachers could show more images of examples of contemporary products which use/apply traditional craft techniques and/or materials. A discussion of the social and economic relevance of these products would assist candidates to a large extent.

5.2.2 Teachers must stress that the culture of the people producing the craft must be named; also the materials, methods and process involved in producing this craft; plus an example of a work with a description of this work of the cultural community that produced it.

5.2.3 The same information applies to this question as in question 5.1.3.

(d) Describe any other specific observations relating to responses of candidates

5.1.2 Many candidates may be of the opinion that their choice of product is original and creative, whilst this design may already be available on the market. Some candidates did not attempt to answer this question. The time which has to be spent in an examination to come up with a creative idea for a “new” product could be quite time consuming as this question is only for two marks.

5.1.3 Some candidates are focussing on background information regarding the designers without giving enough information on the design work of the designers. Some are confusing the names of local and international designers; also not providing the name of a work with a brief analysis of the work and explaining how the works address sociocultural issues.

5.2.3 Some candidates discussed a variety of works and did not offer the title of a work with a brief analysis of it, explaining how traditional materials and techniques are used in the design.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Refer to comments

Candidates must offer CORRECT names of designers and CORRECT names of works/design products.

QUESTION 6

(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
6.1	Design in a sociocultural/environmental and sustainable context	11.05

Most candidates approached this question with ease. Many achieved full marks for this section of the paper whilst some candidates appeared to have tired out and did not attempt to write much information.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.

Question 6.1

6.1.1 Terminology issue. Many candidates could not offer the correct answer; some did not attempt to answer this question at all.

6.1.2 The quality of the image is poor and materials used in the products are therefore difficult to identify. Candidates struggled to refer to the image to answer this question adequately. Most candidates did not manage to attain the full four marks required.

Question 6.2

This question encounters the same issues as question 5.1.3.

Refer to discussion for question 5.1.3 but relating this to how the designers address environmental and/or sustainable concerns.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Question 6.1

Teachers to stress the importance of terminology in terms of environmental issues. At times these terms need to show an understanding of how they can be identified and explained when the candidate has to refer to products in an image provided.

Question 6.2

Some candidates are focussing on background information regarding the designers without giving enough information on the work of the designers. Some are confusing the names of local and international designers; also not providing the name of a work with a brief analysis of the work and explaining how the works address environmental issues.

(d) Describe any other specific observations relating to responses of candidates

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Refer to above comments.